

West Valley Early College High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	West Valley Early College High School
Street	3805 Happy Valley Road
City, State, Zip	Cottonwood, CA 96022
Phone Number	(530) 347-7171
Principal	Josh Mason
Email Address	jmason@auhsd.net
School Website	https://www.auhsd.net/westvalleyhighschool_home.aspx
County-District-School (CDS) Code	45-69856-4530028

2022-23 District Contact Information

District Name	Anderson Union High School District
Phone Number	(530) 378-0568
Superintendent	Victor Hopper
Email Address	vhopper@auhsd.net
District Website Address	http://www.auhsd.net/

2022-23 School Overview

West Valley High School—the Home of the Eagles—is a comprehensive high school with a “can do” attitude. This attitude is exemplified in the school’s motto: Find A Way! This motto is taken to heart by administration, faculty, staff, students and parents alike. Established in 1981, West Valley serves approximately 830 students in grades 9-12. The campus is a modern, clean, and safe facility, with excellent classified, certificated, and district support. It is one of six schools in the Anderson Union High School District. The district consists of one continuation high school, one adult school, one independent study school, a new technology high school, and two comprehensive high schools. West Valley High School (WVHS) serves the communities of Happy Valley and Cottonwood in southern Shasta County. It is predominantly a rural, agriculture area, geographically isolated from any metropolitan area. Nearly 30% of our students live outside our attendance boundary and yet choose to attend West Valley High School. To many, “It is a place they want to be!” The school is a California Distinguished School, National ESEA Distinguished School, and was awarded a six-year accreditation term by the Western Association of Schools and Colleges (WASC) Accrediting Commission in 2022.

School Goals

School Goal # 1 - WVECHS will revise course offerings to increase dual enrollment participation and the percentage of graduates meeting the University of California “A-G” requirements.

Master schedule revisions.

Promotion of dual enrollment and A-G courses.

Promotion of teachers receiving their masters degree in their content area.

School Goal #2 - WVECHS will provide focused academic, social emotional, and counseling support to increase the graduation rate and meet the diverse learning needs of students.

Provide teachers professional development opportunities regarding social emotional best practices.

Provide teachers professional development opportunities to develop grading practices.

Provide counselors professional development opportunities to develop academic and social emotional best practices.

School Goal #3 - WVECHS will develop and implement benchmark and interim assessments to meet the diverse learning

2022-23 School Overview

needs of students.

Use assessment software to evaluate the academic achievement of students.

Evaluate California Assessment of Student Performance and Progress (CAASPP) System results and other relevant state data to determine instructional best practices

Provide collaboration time for teachers to develop instructional best practices and research relevant curriculum.

School Goal #4 - WVECHS will develop and maintain a systematic method for partnering with parents and community members.

Conduct informational meetings regarding Dual Enrollment and A-G courses at WVECHS.

Conduct business outreach to develop partnerships with local businesses.

Increase communication between parents, students, and community members.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	216
Grade 10	195
Grade 11	176
Grade 12	162
Total Enrollment	749

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.5
American Indian or Alaska Native	2.8
Asian	2.7
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.3
White	70.1
English Learners	2.4
Foster Youth	0.8
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	50.3
Students with Disabilities	12.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	81.39	58.50	70.27	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.78	2.40	2.92	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.78	2.10	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.28	14.80	17.87	12115.80	4.41
Unknown	4.20	11.75	5.20	6.35	18854.30	6.86
Total Teaching Positions	36.00	100.00	83.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.40	85.09	62.00	78.06	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	2.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.48	9.90	12.47	11953.10	4.28
Unknown	4.80	14.37	5.30	6.69	15831.90	5.67
Total Teaching Positions	33.40	100.00	79.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.10
Total Out-of-Field Teachers	0.40	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.40	8.30

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Great Gatsby Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking Longman Keystone The Long Walk to Water My Perspectives	Yes	0
Mathematics	A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2	Yes	0

	Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry Calculus: Graphical, Numerical, Algebraic Living by Chemistry 2nd Edition Statistical Reasoning in Sports The Practice of Statistics		
Science	AGS Biology AGS Earth Science AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology Modern Biology Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design Th Cultural Landscape; An introduction to Human Geography	Yes	0
History-Social Science	AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 21st Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World Economics World History: Patterns of Interaction	Yes	0
Foreign Language	Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Connmigo - Album Ven Connmigo - Level 1 Ven Connmigo - Level 2 Ven Connmigo - Level 3 Descubre - 1, 2, 3	Yes	0
Health	AGS Life Skills Creative Living	Yes	0

	Culinary Essentials Skills for Personal & Family Living The Developing Child Agriscience: Fundamentals The Culinary Professional		
Visual and Performing Arts	Art Talk Introduction to Theatre Arts	Yes	0
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

West Valley's facilities are one of the finest in the north state. The buildings and grounds reflect a clean and safe environment with buildings containing adequate restrooms. The maintenance and custodial departments, along with help from staff and students, take pride daily in keeping our campus clean. Both maintenance and custodial departments strictly adhere to a routine daily and annual maintenance schedule. Our modern computer labs, classrooms with ActivBoards, Olympic-size swimming pool, all-weather track, and on-campus farm are just a few of the unique amenities that have contributed to this 67-acre high school campus. A state-of-the-art, 245-Kilowatt solar electric (photovoltaic-PV) system is fully operational.

In November of 2012, a general obligation bond initiative "Measure C" was passed by the voting community. Facility projects include roofing every building, a school wide HVAC upgrade, new exterior doors, electrical and plumbing upgrades and other general modernization. Phase I of the modernization was completed during the summer of 2013. The bond projects were completed during the summer of 2017. In 2019, the pool filtration system was replaced and the HVAC system in the 200 building was renovated in the summer of 2020.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	145	93.55	6.45	48.28
Female	76	69	90.79	9.21	47.83
Male	79	76	96.20	3.80	48.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	27	26	96.30	3.70	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	113	105	92.92	7.08	47.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	77	93.90	6.10	49.35
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	17	89.47	10.53	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	156	147	94.23	5.77	24.49
Female	76	71	93.42	6.58	18.31
Male	80	76	95.00	5.00	30.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	28	28	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	113	105	92.92	7.08	21.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	79	95.18	4.82	16.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	19	17	89.47	10.53	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	19.48	18.06	18.05	19.67	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	300	94.64	5.36	18.06
Female	152	143	94.08	5.92	17.61
Male	163	155	95.09	4.91	18.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	53	96.36	3.64	13.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	17	85	15	11.76
White	227	215	94.71	5.29	19.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	143	94.7	5.3	14.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	35	89.74	10.26	0

2021-22 Career Technical Education Programs

Pathway Name	Pathway Level	Course title
Ag Mechanics	1	Ag Mech 1
Ag Mechanics	2	Ag Mech 2
Ag Mechanics	3	Ag Mech 3
Ag Mechanics	3	Ag Machinery

2021-22 Career Technical Education Programs

Agriscience	1	Ag Core I
Agriscience	1	Ag Science 1
Agriscience	2	Ag Science 2
Agriscience	2	Ag Science 2C
Agriscience	3	Agri Chemistry
Child Development	3	Ch Psychology
Child Development	3	Cars Child Psyc
Education	3	Cars Child Development
Personal Service	3	Cosmetology
Information Service	3	A+ Comp Repair
Networking	3	Network Administration
Financial Services	3	Banking Business and Finance
Patient Care	3	Med Cars/Dental
Patient Care	3	Med Cars/PCT
Patient Care	3	Med Cars/CMA
Patient Care	3	EMT
Patient Care	3	Pt. Care Tech
Patient Care	3	Med Cars/PCT 2
Food and Hosp	1	Culinary Arts
Food and Hosp	2	Culinary Arts 2
Food and Hosp	3	Rest Occup
Food and Hosp	3	Catering and Prod
System Diag	3	Adv Auto Tech
System Diag	3	Auto Phy Sci
System Diag	3	Advanced Auto Tech
Public Safety	3	Adm of Justice
Public Safety	3	Adv Adm of Justice
Emergency Res	2	Public Safety
Emergency Res	3	Fire Fighter
Health Admin	2	Med. Scibe

CTE Advisory Committee Members;

Ted James - Sierra Pacific Industries, welding mechanics, fabrication, and business, science.

Delbert Gannon - Owner Creekside Logging. welding mechanics, fabrication, and business.

Pete Dickerson - CTE Instructor Shasta College, Heavy Equipment and Construction Trades.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	537
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.33
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	53.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	72.83%	75.98%	74.80%	75.20%	76.38%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

West Valley High School has tremendous parental and community support. They raised over \$300,000 for student scholarships for the graduating class of 2022. Parents assist with many student and extracurricular activities, volunteer weekly in the student store, serve on committees, and volunteer their services with any of the numerous booster club organizations. The parent-directed Sober Grad All Night Party has been a successful annual event at West Valley High School. Community members and

2022-23 Opportunities for Parental Involvement

parents help represent all of the school stakeholders during the WASC accreditation process, Local Control Accountability Plan meetings, and Site Council meetings. Parents are also well represented at Dual-Enrollment informational meetings, Back to School night, and 8th-Grade Orientation. West Valley also started a Community Partnership Program during the 2022-23 school year to build relationships with the community, promote local businesses, and create more employment/career opportunities for West Valley students.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.9	4.8		10.5	8.6		8.9	7.8
Graduation Rate		95.1	94.5		86.8	87		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	146	138	94.5
Female	70	69	98.6
Male	75	68	90.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	23	23	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	106	101	95.3
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	74	70	94.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	20	16	80.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	833	792	239	30.2
Female	398	383	106	27.7
Male	432	406	131	32.3
American Indian or Alaska Native	29	25	13	52.0
Asian	21	21	4	19.0
Black or African American	6	5	4	80.0
Filipino	0	0	0	0.0
Hispanic or Latino	139	131	44	33.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	28	28	7	25.0
White	576	549	162	29.5
English Learners	25	23	8	34.8
Foster Youth	7	6	3	50.0
Homeless	19	16	11	68.8
Socioeconomically Disadvantaged	459	429	170	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	96	37	38.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.45	4.15	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	6.91	7.20	5.71	6.81	0.20	3.17
Expulsions	0.00	0.12	0.17	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.20	0.12
Female	5.53	0.00
Male	8.80	0.23
American Indian or Alaska Native	3.45	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.81	0.17
English Learners	12.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.93	0.22
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.67	0.00

2022-23 School Safety Plan

Each year, staff and administration continue to improve many of the emergency procedures used throughout the year. The school conducts school safety drills to provide the best possible preparation for students and staff in the event of an emergency. Parents can obtain a copy of the School Safety Plan from the attendance office. The plan was last updated in October of 2022. West Valley High School utilizes the services of a Shasta County Probation deputy during school and some extracurricular activities. Local law enforcement agencies frequently utilize the West Valley campus for emergency response training. West Valley High School is a closed campus. All visitors must sign in through the main office and wear name tags while on campus. All students are issued a photo identification card (ASB) and the staff is required to wear photo identification cards during school hours. All faculty members hold students accountable for their actions. Undesirable behavior is dealt with firmly using a progressive discipline plan, with an emphasis placed on consistency and parent communication. The administration provides strong support for discipline and a positive school climate.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	15	7
Mathematics	22	13	23	4
Science	22	5	7	2
Social Science	28	6	13	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	26	14	
Mathematics	19	21	16	
Science	19	6	6	
Social Science	21	13	14	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	15	6
Mathematics	22	13	11	7
Science	22	4	5	2
Social Science	26	7	11	8

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	214

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,007	\$2,041	\$6,965	\$73,924
District	N/A	N/A	\$9,363	\$75,949
Percent Difference - School Site and District	N/A	N/A	-29.4	-2.7
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	5.5	-13.9

2021-22 Types of Services Funded

Services as defined in the district's Local Control Accountability Plan (LCAP)

- Special Education
- Title I (Part A)
- Title II (Part A)
- Gifted and Talented Education (GATE)
- School Safety & Violence Prevention
- ROP
- VEA IIC Carl Perkins
- Indian Education
- Agriculture Education
- IMFRP Instructional Material
- Work Experience
- Dual Enrollment
- College Connection
- LCFF Supplemental/Concentration
- Tobacco Education Grant
- TRIO
- Educational Talent Search

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,953	\$50,352
Mid-Range Teacher Salary	\$71,463	\$83,849
Highest Teacher Salary	\$98,137	\$103,007
Average Principal Salary (Elementary)	--	
Average Principal Salary (Middle)	--	\$169,216
Average Principal Salary (High)	\$125,338	\$144,431
Superintendent Salary	\$152,000	\$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

The District offers two district wide in-service days for all staff in addition to numerous release days for departments and individuals to receive professional development around specific topics within core departments. The Shasta County Office of Education offers an annual schedule of professional development opportunities that staff members are encouraged to participate in to develop as professional teachers. Beyond the SCOE professional development offerings, the principal has encouraged all teachers to seek professional development opportunities. Once a professional development opportunity is identified, interested members complete a professional development request form that is evaluated by the site principal and superintendent for approval. Once the request is approved, the participating staff members report back to the teaching staff best practices they learned at the professional development seminars. Below are some of the professional development seminars teachers participated in this school year:

- NWEA interim assessment and benchmark refresher training
- School City interim assessment and benchmark refresher training
- IXL interim assessment and benchmark refresher training
- Certified Google Educator Certification
- ASCA Conference
- Jostens Conference

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21